



# Middle TN Federal Directors' Conference

August 29, 2012

# **Elementary and Secondary Act (ESEA) : Highlights**



## Introduction of State Staff

- Debbie Owens,  
Executive Director
- Eve Carney, Assoc.  
Executive Director
- Janine Whited,  
Accountability
- Process of filling ESEA  
consultant positions
- Paula Gaddis will  
assume Homeless  
duties, Migrant, non-  
public schools
- Linda Stachera will  
assume Title VI, Rural

# Topics

- Title I History
- Tennessee Effective Title I programs
- Fiscal Updates
- ESEA Flexibility Monitoring
- Accountability
- Federal Programs Conference

## 1965 – *The First Title I*

Sitting next to his first teacher, President Johnson signs the Elementary and Secondary Education Act of 1965 on April 11, 1965.



# Purpose of Title I

- Title I, Part A provides federal dollars to help **supplement** educational opportunities for children who live in high poverty areas who are most at risk of failing to meet state's challenging achievement standards.

# Title I Highest Performing and Highest Progress Schools

101 Title I Reward Schools = 60%

169 Total Reward schools

# Poverty is NOT a limiting factor

- TN schools prove that students from low income homes can have high academic achievement.
- This doesn't negate the challenges of poverty and need for resources.
- We have to continue to find ways to share the effective strategies for students in poverty.

# **ESEA Fiscal Issues and Updates from USEd Summer Meeting**



# Sequestration

- Clarification of Sequestration Impact on Title I, Part A During 2012-2013 School Year: See July 20, 2012 memo from Tony Miller, ED's Deputy Secretary, to Chief State School Officers
- Sequestration (if it occurs) would not impact Title I, Part A funding for school year 2012-2013

# Sequestration, budgets, and carry-over

- Funds held in reserve can be used or saved.
- LEAs can request a waiver every 3 years to exceed the Title I 15% carryover cap.
- In DC, states asked if USEd would approve exemptions for carry-over due to budget uncertainty (USEd always considers waivers).
- TDOE can request on behalf of TN LEAs for carry over which would not count against the three-year waiver limitation.

# Budgets

- “Final” budgets are due Sept. 30
- Title VI is here
- Title I A “final” allocations may be revised due to three states submitting modified funding. USEd implied that these adjustments would be minor.

# Funding Chart

<u>Program</u>	<u>FY 12</u>	<u>House</u>	<u>Senate</u>
Title I – A	14,516,457	Level	+100,000
Striving Readers	159,698	Level	Level
Head Start	8,000,000	+45,500	-
IDEA	11,577,855	+500,000	+100,000
SIG	533,552	Level	Zeroed

# On the radar...

- Changes in USEd review of programs.
- How will waivers fit into the reauthorization?
- How will Title I and SIG be coordinated?
- How will adoption of standards impact high need kids?
- How will links to IDEA impact Title I?
- How will links to Head Start impact Title I?

# **Elementary and Secondary Act (ESEA) Flexibility Waiver Highlights**



# ESEA Flexibility Waiver

## Why we applied for a waiver?

- Sought relief from the unrealistic goals of the NCLB Adequate Yearly Progress (AYP) model and uniform consequences based on school and district status (such as SES and PSC).
- AYP Model: AYP benchmarks would have risen to 80% and 100% of proficient and advanced students.

# ESEA Flexibility Waiver

## What is Waived

- AYP targets
- SES & PSC set-aside
- S.I. status notification
- S.I. professional dev. Set-aside
- Title II A plan for H.Q.

## What is Not Waived

- Targets for LEAs and Schools
- Highly Qualified staff
- ESEA Titles and most funding restrictions

# Principles of the Waiver Application

An SEA must submit a request that addresses each of the following:

✓ Principle 1:  
College- and Career-  
Ready Expectations

Principle 2:  
Differentiated  
Recognition,  
Accountability, And  
Support

✓ Principle 3:  
Supporting Effective  
Instruction and  
Leadership

✓ Principle 4:  
Reducing Duplication  
and Unnecessary  
Burden

# LEA Responsibilities under ESEA Flexibility Waiver

- If you set-aside \$ for SES and PSC, where are those \$ targeted now?
- How are you supporting your Focus, Priority and Reward Schools?
- How are you supporting Title I schools who have not met AMOs?
- Are you examining the effectiveness of your programs?
- Are Title II A funds targeted to improve academic needs in your district by coordinated training of teachers and leaders to these needs?
- How are you implementing the Common Core State Standards?

# Overview of ESEA Flexibility Monitoring

Flex. states will be monitored in three parts:

Part A –  
Desk  
Monitoring

August 20 –  
October 15

Part B –  
Desk  
Monitoring

Winter 2013

Part C –  
Desk, On-  
site, and  
Progress  
checks

Spring 2013  
and beyond

# Goals Of Monitoring

- **Technical Assistance: Support States in their work** by providing technical assistance and identify best practices that could help support the work of other States
- **Effectiveness: Examine how a State's implementation of ESEA** flexibility is improving outcomes for students
- **Compliance: Ensure compliance with principles of ESEA** flexibility, approved flexibility requests, and unwaived Title I requirements

# Priority and Focus Grants

## Priority

- I-zone grants with SIG grants for schools
- Priority grants for turnaround plans
- SIG grants for priority schools

## Focus

- Focus application has been released
- Due Sept. 16
- Competitive

# Accountability

## District and School Level Measures



# Accountability

Two systems of accountability:

- District Level
- School Level

# District versus School Accountability

## Districts

- LEAs are measured against AMOs
- AMOs are set for individual subjects
- AMOs are set for achievement and gap closure
- While school AMOs are set to ensure the LEA can meet its AMOs, schools are not identified based on the AMOs for individual subjects.

## Schools

- Schools are measured relative to other schools in the state
- Subjects are grouped together to form success rates
- Focus schools are identified for gap closure using a gap index of all eligible weighted gaps based on success rates

# Reward Schools: All versus Title I Reward Schools

## Highest Performing

- All Schools
  - Top: 99.9
  - Median: 73.2
  - Bottom: 64.3
- Title I Schools
  - Top: 95.1
  - Median: 71.9
  - Bottom: 64.3

## Highest Growth

- All Schools
  - Top: 20.13
  - Median: 7.33
  - Bottom: 2.75
- Title I All Schools
  - Top: 18.97
  - Median: 7.33
  - Bottom: 3.19

# **Title I**

## **Highest Performing and Highest Growth Schools**

- 1653 schools included in selection pools
  - 1092 are Title I (66%)
- 169 Reward schools identified
  - 101 are Title I (60%)

# **Title I Highest Performing and Highest Growth Schools**

- 132 Reward schools from the K8 pool
  - 86 are Title I (65%)
- 37 Reward schools from the HS pool
  - 15 are Title I (41%)

## District ACHIEVEMENT Measures – How are determinations made?

Is there a 95% Participation Rate in TCAP and EOC Assessments for ALL students?

No

**MISS**  
Achievement Measures  
IN NEED OF  
IMPROVEMENT

Yes

Add the number of measures that met the AMO to the number of applicable measures that did not meet the AMO but have met one of the two safe harbor provisions.

Did the district meet or reach safe harbor for a majority of its measures?

Yes

**ACHIEVE**

Achievement Measures

No

**EXCLUDING MEASURES that MET SAFE HARBOR:**

Did ALL students decline in a majority of the total # of measures?

OR

Did ALL students decline in any of the following aggregate measures?

a) 3-8 math OR b) 3-8 RLA OR c) the majority of HS measures

No

**MISS**  
Achievement Measures  
LESSER PENALTY  
POSSIBLE

Yes

**MISS**  
Achievement Measures  
IN NEED OF  
IMPROVEMENT

### Achievement Measures:

For 2011-12, **ALL Students** are measured in the following areas (up to 9 per LEA):

- 3<sup>rd</sup> grade Math
- 3<sup>rd</sup> grade RLA
- 7<sup>th</sup> grade Math
- 7<sup>th</sup> grade RLA
- 3-8 grades Math
- 3-8 grades RLA
- HS: Algebra I
- HS: English II
- HS: Graduation Rate

AMOs are set to measure the required percent of annual growth in the % of students scoring proficient and advanced for **ALL students**.

The performance of the individual subgroups will **NOT** be measured in this ACHIEVEMENT portion of the accountability model but will be measured under the GAP CLOSURE portion of the accountability model.

Refer to the GAP CLOSURE measures process for information regarding how determinations are made for the individual subgroups:.

# District Achievement – Safe Harbor

- Safe Harbor provisions applied to achievement targets only

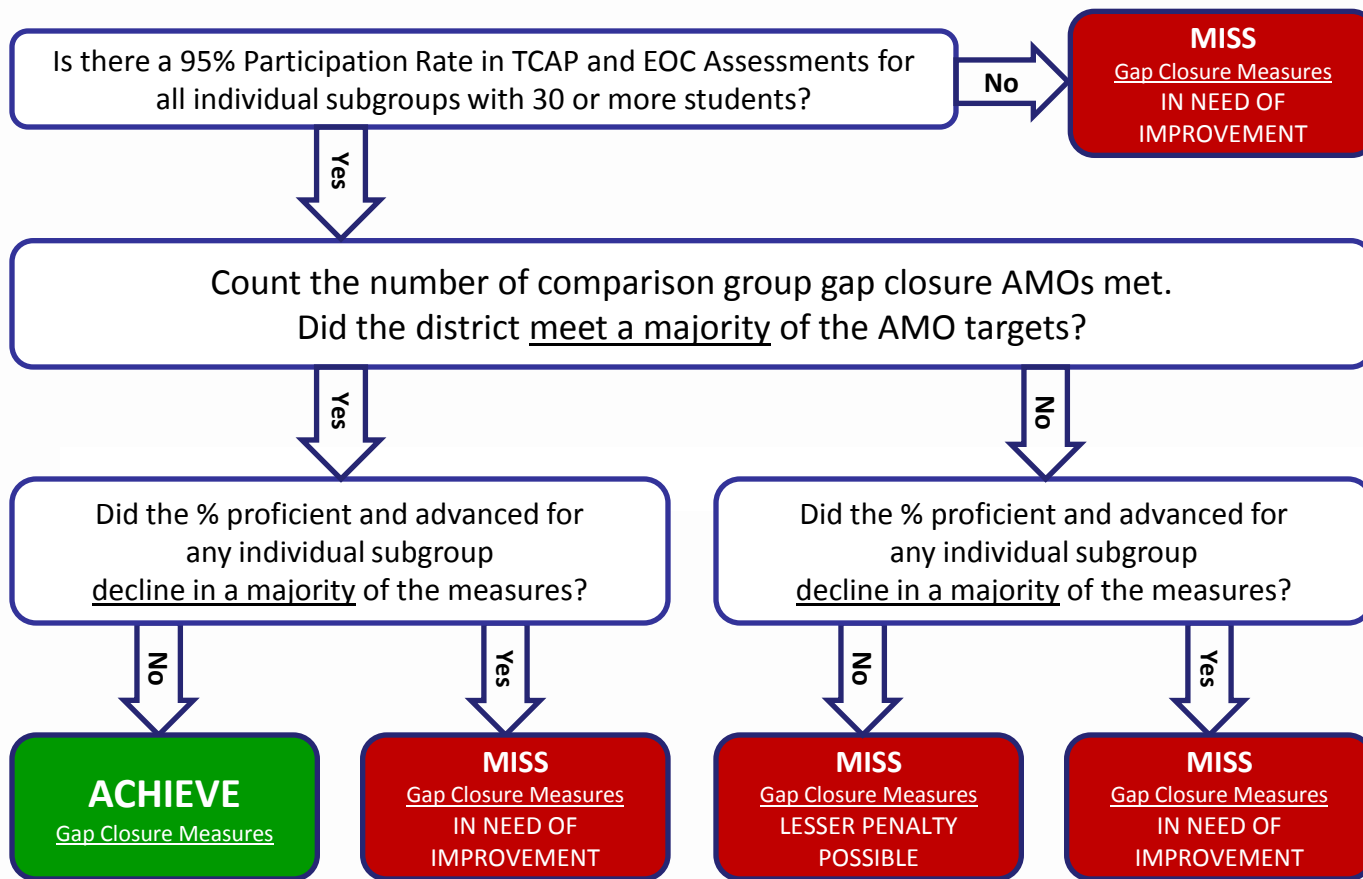
- 1) TVAAS student growth results

- 7<sup>th</sup> grade RLA and Math; 3-8 RLA and Math (dark green)
    - Algebra I; English II (green)

- 2) Reduction in percent below proficient by

- 10% from the previous year;
    - 19% from two years previously; or
    - 27% from three years previously

## District GAP CLOSURE Measures – How are determinations made?



### Gap Closure Measures:

For 2011-12, **Subgroups** are measured in the following areas (up to 4 per LEA):

- 3-8 grades Math
- 3-8 grades RLA
- HS: Algebra I
- HS: English II

AMOs are set to measure the reduction in gaps in the % of students scoring proficient and advanced for the following 4 comparison groups of students:

- Racial/ethnic groups performing below state average vs. All students
- Economically Disadvantaged vs. Non-economically disadvantaged
- English Learners vs. Non-English Learners
- Students with Disabilities vs. Students without Disabilities

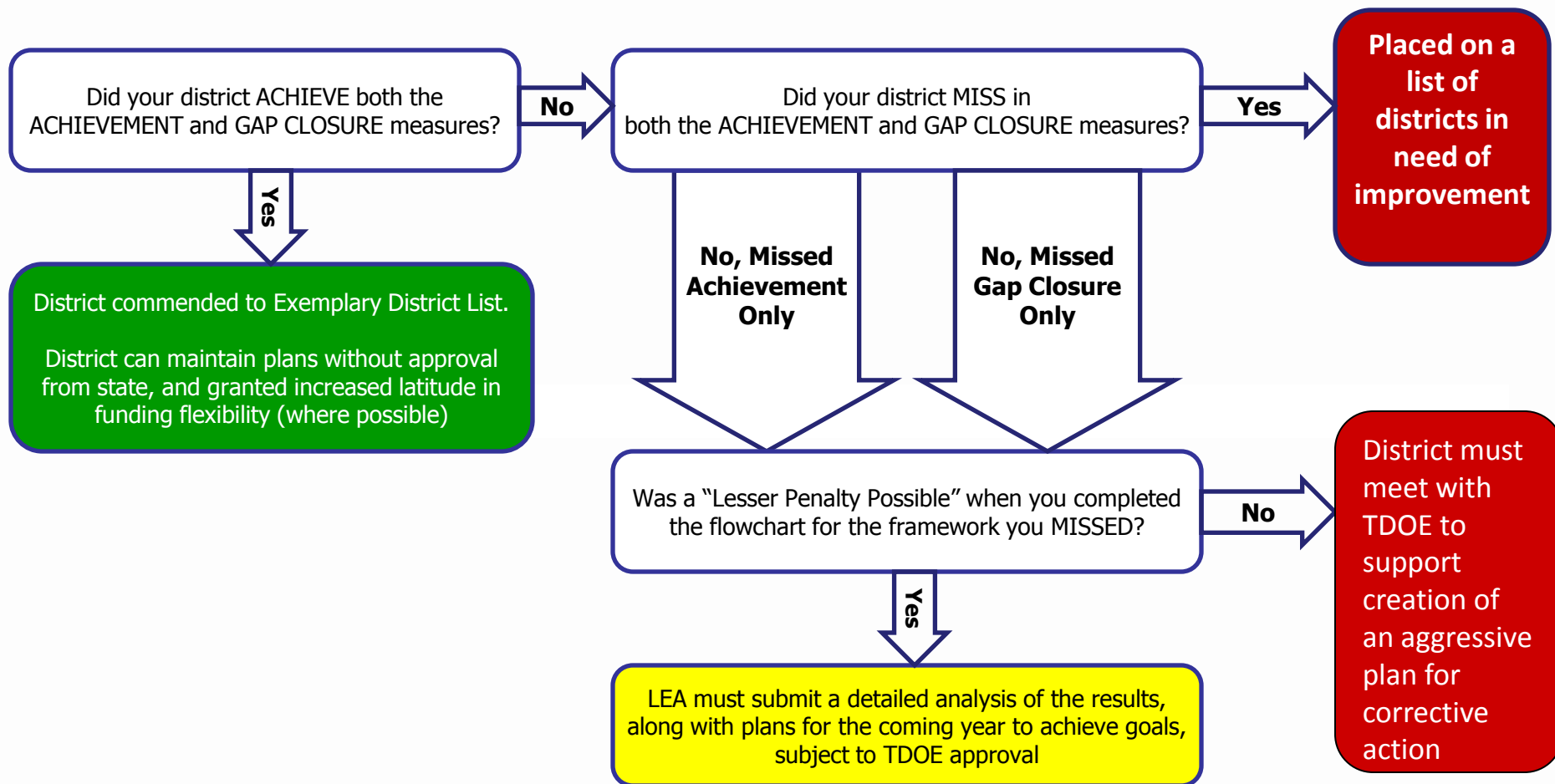
(For 2011-12, there will be up to 4 gap measures for each of up to 4 comparisons groups.)

Additionally, each of the 9 individual subgroups below will be evaluated to identify any with a decline in % proficient and advanced in a majority of the measures:

- 6 individual racial/ethnic subgroups\*
- Economically Disadvantaged
- English Learners
- Students with Disabilities

## District ACHIEVEMENT and GAP CLOSURE Measures

### What is the final outcome?



# Additional Information Online

The reward, focus and priority school lists  
are published online at:

<http://www.tn.gov/education/accountability/index.shtml>

The methodology is found on the last page of each list.

# Federal Programs Conference



# Federal Programs Conference Oct. 23-26

- New Director's Day Oct 23- geared to Directors with less than three years' experience
- Oct 24-26, 2012 – All directors
- Other suggestions provide to [Eve.Carney@tn.gov](mailto:Eve.Carney@tn.gov)

# Questions?

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